KINDERGARTEN MESSENGER

AND

THE NEW EDUCATION.

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WE had prepared a "Greeting" to our readers, for publication in the January number; but it seems that by some mishap—inevitable, we presume, in printing offices—the manuscript was lost. In the greeting, we had made some reference to our new dress, our new publisher, our new courage, and our *old* aims, and stated somewhat in detail in what directions we propose to "do our best." This programme of our work was intended principally for those to whom the first number was sent as a sample copy; so it is scarcely necessary to reproduce it. Yet it may be well to formulate in a few sentences the leading objects of the publication.

Generally speaking, the MESSENGER will advocate educational progress in all its phases. It will do all it can to create and diffuse an appreciation of the principles of education evolved and followed by Pestalozzi and Froebel. All earnest, sincere and intelligent efforts to adapt educational methods to these principles will find cordial welcome and ready aid in its columns. All attempts to secure in our schools sufficient physical training, judicious hygienic treatment of the pupils, careful, moral, intellectual, and æsthetic culture, in short, all that tends to unite heart, head, and hand in the service of a growing humanity, seeking ever higher perfection, will have its warm support.

Mindful, however, of the facts that the earliest education is the most important; that, consequently, the mother exerts the greatest influence on the child's development, even after its birth; and that, next to her, the kindergartener holds to the child's social development a relation resembling that of the mother to its individual development; mindful, too, of the fact that all permanent progress must start from the beginning of the child's life, —the MESSENGER addresses itself more particularly to mothers and kindergarteners.

To these must be added the Primary Teachers, who, of late years, having heard of the powerful influence of Froebel's method on the development of children, have become most powerful allies in the cause, eager to share its benefits, and to extend its blessings. To these—to mothers, kindergarteners, and primary teachers —the MESSENGER comes with the plea of unity in their work. To these it would be a medium for the exchange of experience and of advice, for mutual instruction and support.

All these, as well as all others whom their station or insight has fitted to see the importance of these, we urge to aid us; to send us accounts of their experiences, of their successes and trials, of their observations and discoveries, of their inventions and devices; to communicate to us their hopes and fears, their objects and methods, their views and criticisms; constantly to bring in new recruits for the grand army of THE NEW EDUCATION.

If all thus freely seek and freely give, the sun of victory will soon rise out of the dawn.

MOTHER AND CHILD.—If we reduce the relation of mother and child to its essential elements, the former appears as a living present, creating a future on the basis of a past. The mere animal motherhood of brute creation does this instinctively, though always lovingly. Human motherhood accomplishes it consciously, always looking carefully back to the lessons and conditions of the past, and steadily forward to the possibilities and ideals of the future.

Thus, human motherhood becomes a mission of mediation, a priesthood than

which there is no higher. The priesthood of the church would lead the individual to his Maker, the part to the whole; but the priesthood of the mother links an infinite past to an infinite future; creates, indeed, a future that the past may continue to live; secures for the evolution of the individual, of mankind, the upward tendency, teaching the armies of coming "heroes in the strife," to be "perfect even as their Father in Heaven is perfect."

This is probably the characteristic difference between mere animal motherhood and human motherhood: the former moves practically (i. e. to our ken) on the dead level of an instinct, or on the slightly rolling plain of adaptation to existing circumstances: human motherhood toils cheerfully and steadily upward on the ascending slope of conscious purpose, of sublime ideals.

A more intimate relationship than that of mother and child does not exist; inasmuch as the child is but the continued self of the mother. A holier relationship does not exist; inasmuch as, in all her loving care, her aims pass consciously beyond her own temporal individuality, seeking the good of her child, of society, of mankind.

The unconscious influences of motherhood, which result from the inertia of life, and which are summed up in the laws of heredity, constitute the intimacy of the relation; the conscious efforts of the mother to influence the development and conduct of her child with reference to clearly conceived and determined ends, constitute its holiness. In so far as the mother makes these efforts, she becomes an educator and rises above mere animal motherhood into human motherhood. This need not affect the intimacy of the relation, but adds to his its holiness; it need not increase her love for her child, but illumines it and teaches her respect for her child.

The ends of her educational efforts—like those of education in general—should lie in the direction of wisdom whose essence is the love of truth, and of virtue whose essence is the love of moral goodness.

In relative importance, the mother excels all other educational factors,

1. Because of her near relationship to the child through heredity;

2. Because of her superior interest in the individual welfare of the child;

3. Because of the great impressibility and rapid growth and development of the child during the first years of life, when it is wholly in her care.

Hence, motherhood imposes responsibilities whose conscientious and intelligent discharge is of the greatest moment to the child whose future welfare it determines, to society, of which the child will be a part, for good or evil, to humanity, whose "undying life" the child will share, in whose evolution to higher perfection it it will be a help or a hindrance.

The conditions of success on the mother's part—aside of physical and mental soundness and vigor—a clear head, a clean heart, and a ready hand—are chiefly: clear insight into the laws of life in general, and of child-life in particular; full appreciation of the circumstances that influence the child's development; full control of the means that secure sound and vigorous growth and development of the child in all the directions of his being; and a deep, unfailing regard for the highest ideals of humanity—perfect love, perfect wisdom, perfect freedom.

A tolerable approach to ideal human motherhood implies an amount of preparation which, unfortunately, is provided only in rare cases. Yet the need of this preparation is felt more and more keenly; louder and louder the voices of earnest women are raised, calling for measures and means to supply this want.

To arouse woman to an appreciation of the need of careful, thorough, liberal preparation for the important duties of motherhood, was one of the chief aims of Froebel's active, self-sacrificing life-work; to secure this preparation should be the first concern of all thorough educational reform. Without it neither the kindergarten, nor the "new education" of the school, can accomplish the good which they seek and which their judicious efforts merit.

MR. AND MRS. HAILMANN will organize a training class for kindergarteners on the first Monday in April, at Detroit. The course will last from eight to ten months. Several good kindergartens for observation and practice are at their disposal. For terms and other particulars, apply to W. N. Hailmann, 251 E. Lafayette Street, Detroit, Mich.

Jules Ferry, in a number of addresses lately delivered, insists that there is no other basis for educational reform possible, but that on which Froebel's Method rests.

The Over-Burdening of Pupils with Home Work.

This subject has lately received much attention by physicians in Germany. The convention of physicians in charge of the insane, discussed the question extensively at its meeting, last August. Teachers, and more especially parents, were severely censured for the criminal ambition that leads them to overlook the child's true welfare in their efforts to cram the child. It was shown by many cases how pernicious is the influence of overwork upon the developing brain of the young; how frequently it leads to insanity in all its forms, how surely to the many evils of nervous over-excitement.

In order to obtain a sufficient amount of material of observation on which to base preventive and curative measures, it was decided to issue a request to physicians, teachers and parents, for the transmission of their observations to the executive committee of the association of physicians in charge of the insane.

The same subject was discussed at the instigation of Dr. Lelhbach, of Newark, N. J., at the last meeting of the National German-American Teachers' Association, also in August; and a committee was appointed to undertake a similar collection of material here. In order to aid this committee in its philanthropic efforts, we urge our readers to send to us the results of any observations they may have made upon this subject for transmission to this committee or for publication in our columns. Hygienic protection against an evil that threatens the whole generation, can be secured only by the co-operation of all; and the comparatively trifling work of writing a short letter on some valuable observation, can thus be made a source of comfort and happiness to many.

Communications may be addressed to the editor of the MESSENGER, W. N. Hailmann, 251 Lafayette Street, Detroit, Mich.

Some Practical Hints on Clay Modeling.

BY EDWARD A. SPRING.

Go to the nearest pottery, and you can see clay work going on very much as it is described in the Book of Job. Among the most ancient relics of human work known, we find objects shaped in plastic clay and baked, and from the very rudest drawings of civilization we see the artistic instinct working its way out by means of modeling. It has, of course, always been the sculptor's process for making with greatest ease his models, but it remained for Froebel to see in clay modeling a valuable means of general education—and from the kindergarten it now has advanced into the school.

If you wish to model, the best thing to do is to get some clay and go to work.

The work has a fascination in it that few things excel—and it leads to valuable results in opening the eyes to a new world around us, and in many ways in helping to form a symmetrical character.

Miss Peabody said of clay modeling in her KINDERGARTEN MESSENGER:—

"The moral effect of this occupation is special. The yielding nature of the clay seems to develop conscious power, to prophesy the dominion over material nature, commanded in the morning hymn of creation that begins the Bible; while the indestructibility of matter reveals the inexorableness of law: truths which are opposite but not contradictory."

Modeling will keep little children engrossed in silence for the longest time, and the greatest delight is manifested in a school when clay time comes.

Very little instruction is needed in order to set a child or adult on the way to help themselves.

Then, the outfit for months of work in clay and tools need not be more than three or four dollars.

There are very few, if any, accomplishments or arts that can be followed at so little expense—and very often the best progress is made by those who have never tried to draw.

The following five maxims will be readily understood by one who has modeled—and will be found wise to follow.

PRACTICAL MAXIMS FOR MODELERS.

1. Add smooth to smooth.
2. "The modeling is in the half light,".....HUNT.
3. Be neat. Keep the hands free from dry clay. Do not work in mud.
4. "Use the largest tool.".....WARD.
5. "Make plaster moulds, when needed, to serve as modeling tools.".....SPRING

I. HOW TO USE THE CLAY.

Add smooth to smooth.

See that in joining clay to clay both surfaces joined are smooth. Ragged and torn surfaces of moist clay will not adhere together. Leave no air confined, and the clay work will stand firmly, and, if terra cotta clay is used, can be baked in a kiln.

II. HOW TO SEE WORK.

"The modeling is in the half light."

A strong light is wanted, from above the level of the eye. Turn an object in the hand, or the hand itself, and you will see that the slightest roughness of surface is clearly visible only between the lightest and darkest places—*i. e.*, in the "half light." Therefore, in finishing, especially, the delicate modeling must be done by frequently turning the clay or moving the light, so as to work on the "half light."

III. HOW TO BE NEAT IN CLAY WORK.

Keep the hands free from dry clay and do not work in mud.

Whenever clay begins to dry on the hands, wash them with a few rapid sweeps of a wet sponge, and rinse them well in several waters. This will keep the hands soft. Do not dry them on a dusty towel. If clay dries upon the hands, it falls at every movement, and gets tracked about. It also scatters on the work and destroys the finish.

Avoid touching the clay with wet hands, as that makes mud. The finger tips are sometimes used dry and sometimes wet. A modeler generally keeps a damp sponge, to be touched by the tips of the fingers and the tools.

IV. WHAT KIND OF TOOLS TO USE.

Use the largest tool that is fit for the work. In modeling, there can be only three kinds of surface to make, viz.: plane, convex, concave, and their combinations. Any tool that will produce a given result with the fewest motions of the hand is the best to use. Clay could be shaped by simply pricking and scratching it with a point. But as such a point would be the least effective and slowest kind of tool, we may conclude that, to accomplish the most at each stroke, the largest tool should be used. It is the knowledge of these details of manipulation that saves the learner from discouragement or loss of time, and a few lessons from a competent teacher may do much towards starting anybody in modeling, and removing the idea that great talent is required to become an expert modeler.

The mere practical work of modeling bears much the same relation to sculpture that hand-writing does to poetry. Anybody can learn to write, sing, draw or model, and yet great poets, great singers, painters or sculptors, will always be rare in the world. A few hundred years ago writing was as much a separate occupation as modeling is now.

V. THE USE OF PLASTER MOULDS.

If there is a wish to produce the same, or nearly the same, form in clay several times over, it would be convenient to have a tool so shaped that by simply pressing, the form could be repeated. Such a tool is found in a plaster mould. The resources for accurate scientific study and comparison, and the various pactical ways of utilizing this method of work, it will doubtless take years to develop.

To make the mould—*(1.)*—Surround the area for each mould, or piece of mould, with a "fence" of clay or other material. *(2.)* Spray it with a solution of soap. *(3.)* Mix plaster, and fill the space so prepared, and in half an hour the mould can be used.

For modeling, procure clay such as potters use, either in the native state, moistened simply, or "washed," by mixing it to a thin "slip" with water, and letting the sandy portion settle, when the clear water can be run off, leaving the clay fit for use.

The more clay is worked over, the better; so by carefully keeping the scraps and dry clay very clean, to be put in water and used again, a few cents worth of clay may do much service.

Keep the clay in anything air-tight; and after kneading it like dough, it is always ready for use.

Finally: Never destroy your work when you are tired, nor from the disgust which comes too often in such work to every one; perhaps as a reaction from its ennobling and intense enjoyment.

Miss Swallow-tail.

[A story for little children.]

BY W. H. S.

One bright spring morning a little butterfly woke from a long winter's nap, and found herselt shut up in such a wee bit of a cradle that she could not stretch out her legs, nor open her wings that were folded closely about her. She could not even lift her head to look out at the sunshine and the flowers.

She wriggled and turned; and she bumped her poor little head up and down, until she succeeded in pushing off a little door, that left a three-cornered opening, extending from above her head to a point

out on the fence to which the cradle was fastened. But her wings were damp and heavy; and she stood shivering and trembling, and although she had six legs, they were weak, having never before borne her weight.

But fresh air, if it is cold, brings strength, so she soon felt like trying to walk. At first it was slow work, but she finally reached a sunny spot where she dried and warmed herself, giving her wings a little shake now and then until they opened grandly above her back. And, how beautiful they were! Dark brown, bordered with two rows of yellow spots; and there were seven blue spots on each of the hind wings. Her name was *Papilio Asterias*, but she was generally known as Miss Swallow-tail, because each of her hind wings ended in a long point something like the tail of a swallow.

As she stood there in the sun, a little wind came along and raised her off her feet. She spread her wings to keep from falling, and found herself floating in the air. It proved such a delightful way of traveling, that she lifted her wings occasionally, and so kept herself floating; and in a short time she learned to turn in any direction she chose.

As she flew along, growing stronger every minute, she was attracted by the bright colors of a flower, and stopped to admire it. Its sweet perfume tempted her to taste, and unrolling her long tongue from under her chin, where she carried it, she put it down into the flower and drew up the honey hidden there. Then flying to another flower she came across a butterfly almost like herself.

"Good morning," said Mr. Swallow-tail, for that was his name; "is this your first morning among the flowers?"

Miss Swallow-tail nodded a "Yes," as she balanced herself on the edge of a pink verbena, then spying a honeysuckle creeping up a tree, she flew to it, to taste the sweets she felt sure of finding there.

But, alas! for Miss Swallow-tail! Sir Robin Redbreast stood on a limb of the tree, singing to Lady Robin as she sat on her nest of eggs. He had taken rather a scanty breakfast that morning, for he had given all the fattest bugs and worms to his lady.

"Now," thought he, "that butterfly will make me a nice morsel!" and he darted towards her.

Now, butterflies have wonderful eyes. If you will look at them through a microscope you will find that each of their eyes contains a great many smaller ones, that can see in all directions, so they are able to discover the approach of any enemy in their rear. They have great need for them, because there are so many birds and other hungry creatures, that want to eat them.

So when Robin came flying down behind Miss Swallow-tail, and was just going to pick her up in his bill, away she went, over the fence into the next yard. Robin quickly followed, for he was not going to lose such a tempting bit of meat, But she was such an airy little body, hardly heavier than a feather, that she could fly much faster than Robin, who was a great, fat fellow. Many a time when he had almost caught her, she turned so suddenly, it made him fairly dizzy to follow. Frightened and tired she finally lit on a tree, and closing her wings up over her back to hide their bright spots, and only showing the dull colored sides of them, she looked so much like the bark of the tree, that Robin lost sight of her and turned sadly home.

Miss Swallow-tail spent many a happy day after that, flitting from flower to flower, though she had a number of narrow escapes from time to time, and one day a kitten struck her to the ground with its great paw, nearly breaking her wing. She made her escape, however, and lived to become Mrs. Swallow-tail; but she was just as tiny a body the day she was married, as on the day she was born, for butterflies never grow any. She had a large family of children before the summer was gone. But, what is very strange, she never saw her own children; or, if she did see them, she never took notice of them, nor they of her.

They came out of the tiniest of eggs; but she did not do as the birdies do—sit on the eggs until they were hatched, and then feed and care for the birdies until they were old enough to care for themselves. Not she! Butterflies are not going to burden themselves in that way!

One day a whiff of celery coming from a garden near by, reminded her of the time when she was a baby and liked to eat celery. So she flew over into the garden, and fastened her eggs to a celery bush with some glue that she carried with her. Then she left them and never thought of them again. In about ten days the babies that had been growing inside of the eggs, broke open the shells and crawled out.

And what do you think they were? Butterflies? like their papa and mama, only

very much smaller? No, indeed! for you know butterflies never grow any larger.

They were the weest, green and black worms you ever saw! As soon as they were out of the shells, they began eating the celery, and grew so fast that in a week they were quite large worms. They were covered with green rings, and black rings dotted with yellow. They each had sixteen short legs, and they had a flesh-colored, Y-shaped horn hidden away under a ring above the head, that they would show when they were disturbed. The horns gave out such a disagreeable odor, I would not think any bird would eat the worms. But birds will eat dreadful things.

One morning the gardener discovered that something was eating his celery. He could not allow that; so searching among the leaves he found all but one of Mrs. Swallow-tail's babies, and put them where they could do no more mischief. One day the little worm that had escaped his notice, had grown so fat he was too stupid to eat any more, so he crawled away to a dark place on the fence and fastened himself there. But first he covered a small spot of the fence with a white, silken carpet, that he wove from a web which he drew from his under lip. Then he fastened the end of his tail to the carpet. He then glued the end of a web higher up on the carpet, carried the rest of it up over his breast, and down on the other side and fastened it there. He passed his mouth several times over it, making it stronger by adding more silk and some glue to it. He then bent his head down under it, letting it pass over his head, and by bending forward and backward worked it down near the middle of his back. After examining his work all over, he bent his head forward upon his breast, and leaned against the fence. After resting two days, he began a series of twistings and turnings that burst open his skin from the corners of his mouth down a short short ways, and worked it all off himself down at his tail. He drew his head in out of sight, and sent out a stubbed horn each side of it; and lo! no worm was to be seen! but a yellowish cradle, like the one his mother was sleeping in when we first found her.

He had made his own cradle, too, or it had been growing there under his pretty skin. He is inside of it though; and now he is called a chrysalis.

While he is sleeping there, he will change into a beautiful butterfly, just like his papa Swallow-tail, and some day he will come out to fly among the flowers.

Effect of the Lighting of School Rooms Upon the Sight.

[From the report Dr. E. Javal, Director of the Laboratory of Ophthalmia, at the Sorbonne, read at the International Educational Congress at Brussels.]

TRANSLATED FOR THE NEW EDUCATION BY MRS. HORACE MANN.

In the absence of positive knowledge as to the influence of light upon the general hygiene of the human body, we limit ourselves to study the conditions which the lighting of school-rooms will produce upon the sight of the pupils. But in our conclusions, we shall take note of the necessity of *isolation* especially indispensable to school-rooms constructed upon the ground floor.

From special statistics gathered within a dozen years, in a great many countries, we may draw the following conclusions:

1. Nearsightedness being rare in early childhood, is produced by attendance upon school.

2. The number of nearsighted people, other things being equal, is greater in Germany than in any other country.

3. In country schools, nearsightedness is less frequent than in city schools.

4. In the same city, the number of the nearsighted is greater in the school-rooms that are badly lighted.

All these facts are uncontested. It seems necessary, however, to state some exceptions, based on our deductions from the statistics.

As nearsightedness is more frequent in Germany than elsewhere, and as it is more frequently found in the children of cities than in those of the country towns, certain authors have concluded that it is often hereditary, and that the degree of civilization in a people may almost be measured by the number of nearsighted people it contains.

These statistical researches which we have made in Paris, quite in agreement with those made by Drs. R. H. Derby and Edward G. Loring, in New York, lead us to relegate to the second degree the influence of heredity upon the production of nearsightedness, an incontestable influence, but a sufficiently feeble one that proper care may almost always be enough to prevent its manifestation in children whose parents are afflicted to the highest degree with it; while on the contrary, we often see it produced with disastrous fatal-

ity in children of parents quite exempt from it, whenever they are subjected to influences which favor the birth of it.

The principal argument offered in favor of its heredity is derived from the fact of its frequency among the Germans, a real frequency, and so marked that in the New York schools it is found in the same class of people among the Germans more frequently than among the American, and especially among the Irish children.

The slight influence of heredity we find strengthened by the habit among the Germans of having their children read a great deal out of school hours, and pass the evening hours with an imperfect light, in deciphering Gothic characters printed upon a greasy, half-transparent paper. In other respects, the conditions are the same for the German children and for those of the rest of the population.

This pernicious influence upon the sight, of reading in the evening, is very perceptible in the Alsace, where, since the annexation, the number of nearsighted people is visibly increased without our being able to find any other difference in the regime than the introduction of German books into the class-rooms, and the obligation imposed upon the children to use them in the evenings, which is only done exceptionally in the French villages.

It was necessary to show here how external circumstances play an important part in the production of nearsightedness, for if, conformably to the popular prejudice, heredity exercised a preponderating action, the hygienists could only have folded their hands instead of acting upon authority in the construction and surveillance of school-houses.

Room fails us here to study the mechanism of the progressive nearsightedness, and the influence of books upon the sight. It is enough to affirm, in unison with all competent authors, the necessity of lighting class-rooms fully. It remains to lay down the rules for obtaining this result.

1. The hygienists of a neighboring country have given rules establishing a relation between the number of pupils which a class is to receive and the surface which must be given to the glazing of the windows, as if the light which penetrates the hall were to be divided among the pupils. The same square of glass admits the light from many directions to a great number of pupils; there is no proportionality to be established between the dimension of the apertures for light and the number of pupils.

The problem is simpler. The darkest point in the class-room must be sufficiently lighted, and this condition will be fulfilled when each desk receives enough light directly from the sky. All persons who have practised photography know how much more vividly the light acts at all times upon the sensitive surface than any terrestial cause; it is important that the rays that have come from that luminous vault should arrive in abundance at the least favored place in the class-room.

The conclusions with which Dr. E. Javal ends his report upon the effect or the lighting of school-houses, are the following:

1. It has been demonstrated that nearsightedness has been habitually caused by a prolonged use of the sight during childhood *with insufficient light.*

2. In our climate (northern) diffused light, even in the open air, never amounts to an injurious intensity.

3. The opinion whish considers bilateral lighting injurious to the sight has no theoretic basis. (Here Dr. Javal differs with Dr. Trelat.)

4. According to the more recent statistics, there are schools in which, although the lighting is bilateral, nearsightedness is relatively infrequent, and there are others, where the unilateral lighting being used under the most perfect conditions, it is as frequent as in the worst lighted schools. Experience therefore is not uniformly in favor of unilateral lighting.

5. Sufficient lighting can be obtained by unilateral arrangements only when the width of the room does not exceed the height of the lintels of the windows above the floor.

6. Lighting from behind, if it comes from the top of the room, may be usefully associated with lateral lighting; that from a glazed roof is excellent.

7. Bilateral lighting is preferable on every account. In this case, if the width of the class-room is, for the same height of windows, twice as great as in the case of unilateral lighting, the luminous intensity of the middle of the hall, which is the least favored part, is double that obtained in the darkest place by unilateral lighting. The width of the class-room should not, however, exceed double the height of the windows.

8. Great importance should be attached to the orientation of the school, whose axis should be directed from N. N. E. to S. S.

W.; more than 40 degrees from one side to the other, in the directions north to south, should not be tolerated except under exceptional climatic conditions.

9. The teacher should face the south.

10. It is absolutely indispensable to have from one to the other end of the axis of the class-room an inalienable strip of land, whose width shall be double the height of the highest structure that can be foreseen, for the vicinity. *This last condition is the most important of all.*

From the Childhood of Prof. Benjamin Peirce.

The following valuable observations from the early childhood of Professor Benjamin Peirce are taken from Miss Peabody's "The Sacredness of Peasonality," an article published in the January and February number of *Education*. She writes:—

"I had an opportunity to see this (viz.: that, as Mr. Emerson said in his University lectures, *the intelleet is a sensibility to laws, and is gradually built up by means of the instinct of classification)* in the case of the lately deceased Prof. Benjamin Peirce, who had the blessing of a genial mother of extraordinary common-sense, who, even as long ago as in his infancy, made it a rule that her children should not go to school till they were six years old, nor even be told that it was a duty to obey; though she endeavored (as kindergarteners do) by her sympathetic affection to lead them into the habits of conforming to the wishes of others with all their hearts, which she believed, as Froebel did, were always generous in children, unless the caprice, neglect, cruelty, or mistaken methods of those around them compelled them in sheer self-defence to be selfish.

"It was from such instinctive motherhood as Mrs. Peirce's that Froebel learned that children need a considerable season of perfect freedom to make their first experimenting on the world around them, without being compelled to doubt themselves as the sterling power in nature.

"I have instanced Professor B. Peirce's childish experience, because I happened to know him as a little child of three years old, playing with blocks, being myself only six years older than he, and his mother having called my attention then to the fact of his classification of things according to numerical relations. He would arrange his blocks in twos, threes, fours, etc., and was delighted to find out, as he did all by himself, that there were two twos in four, two threes in six, etc.; and he would call his mother's attention to it, by asking her to guess these little conumdrums of number which he would propose to her. She called my attention to it as a proof of his intelligence, and to defend herself in her plan of not teaching him to read, but leaving him to find out his own mind by his favorite play. Mrs. Peirce did not pretend to be a metaphysician or a scientist; but her motherly instinct, working within her own strong personality, which had grown self-respecting through the very free development of her own indulged childhood, gave her the same method of dealing with her little children that God seems to pursue with the older members of his human family; granting them ample season for self-activity in the nursery of nature, unhindered by law, till they are fain to say:—

'Me, this unchartered freedom tires,
I feel the weight of chance desires,
And long for a repose which ever is the same,'

and so invokes

'*Duty*,
Stern lawgiver, who yet dost wear
The Godhead's most benignant grace.'

"Personality is that in God which always comes to his child in this nursery of nature, where first the child's helplesness, and want of power to communicate by words, challenges the indulgence of all humane persons who come at all into maternal or paternal relations. The true 'mother-play' consists simply of divining what the child wants to do, and helping him to do it; diverting him from all undesirable forms of activity by presenting other objects to his attention tenderly, and with wise tact 'upbraiding not.'

"The intellectual result in the case of Prof. Peirce, of his mother's genial co-operation with him in his instinctive playing, is the best proof of the wisdom of her indulgent method, which is precisely that of Froebel's kindergarten. But no less signal was the outcome of the other plan,—her not requiring implicit obedienee of a *duty*, until he should be six years old. Previous to that time, she trusted to the effect of treating him as she wanted him to treat others. She respected his personality practically, by humoring his innocent caprices as far as it was possible, whether they were entirely convenient to her or not, and giving all the scope she could to his energetic impulses of motion. Above all, she carefully refrained from hurting

his feelings, which in children are often unspeakably tender. When his childish shouting was in unbearable excess, and his energetic impulses in the wrong direction, she took advantage of her power over his imagination to to turn his activity into other channels, sometimes calling attention to the better consequences of doing the way she invented for him. For she avoided the common error of teaching a child obstinacy by being selfishly, capriciously, or—to him—*unintelligibly* obstinate herself.

"I remember some of the phenomena of Prof. Peirce's moral development, after he had arrived at the age of *obedience*. He went to a stupid, old-fashioned A-B-C school, whose teacher gave out spelling lessons to be learned at home out of a book. This was especially hard to be committed to memory by the little scientist, whose instinct of classification was terribly bothered by the English orthography, (or as it ought to be called, *kakography*). But his intelligence had grown sufficiently for him to understand that it would be a nice thing to know how to read the books his mother had previously read to him, but now announced that he must learn to read by himself (in the only way then taught); and his unbroken joyous spirit gave him the sense of infinite power to do what he willed; and his mother helped by spelling the words that he put out to her, or pronouncing those he spelled. Very soon he found in the house, copies of an old Pike's arithmetic and an old Euclid, whose figures and diagrams were more intelligibe to his special genius than the Roman alphabet; and he used to bargain with his mother, that after he had conquered, with her kind help, his spelling lesson, he should *have a little comfort*, as he phrased it, with his Pike and Euclid!

"Nothing is more valuable for throwing light upon the principles of education, than facts like these in the biography of great men. They serve to the science of education, as the phenomena of physical nature to the natural sciences, the inductions therefrom strengthening the deductions from general principles, with which they are found to be identical.

"The ultimate development of Prof. Benjamin Peirce, religious and moral, as well as intellectual, is, to one old enough to have been able to watch the end from the beginning, a splendid demonstration of the truth of Froebel's principle of recognizing and respecting the child's personality (free-will). His intellect was in unceasing progressive discovery; his tenderly cherished heart showed itself in the loveliest social temper; his religion was genial, liberal, ideal, profound,—having escaped being swamped in formulas, perhaps because his parents, with diverse creeds, agreed to differ in their abstract opinions, in the spirit of a humble reverence, precluding mutual condemnations on account of opinion."

Thoughts on Early Culture.

FROM THE WORKS OF HORACE MANN.

COMPILED FOR THE NEW EDUCATION BY MRS. HORACE MANN.

Horace Mann never heard of Friederich Froebel, but had been kindled by the genius of Pestalozzi and practically believed in educating the young "conformably to nature," is evinced by numerous passages in his works. We can imagine from them how he would have rejoiced in the genius of Froebel, who organized the method of cultivating the mind by the aid of the senses and by putting the artistic faculties in immediate relation with the universe, "whose laws," in the words of Froebel, "are identical with the laws of the spirit."

EXTRACTS.

Cultivation of the Senses.—A proper intellectual education begins with a cultivation of the senses. Everybody knows the vast difference which exists between different men in the quickness with which they catch the qualities of things, and the fidelity with which they are able to recall their impressions. The exquisite sense of touch acquired by the blind, of sight acquired by the deaf and dumb, shows at once what those senses are capable of accomplishing, and how far the community fall short of what they might acquire. The ideas excited in the mind by means of the senses constitute at least the main portion of the elements of subsequent reasoning. If we may use an artisan's comparison, the senses bring a large part of the rough stock or raw material into the mind, afterwards to be worked up by the reason into solid and useful productions. And as no skill of the workman, though it rise to infinite, can make a durable and perfect fabric from worthless substances, so the noblest intellect ever created will produce only erroneous results, if acting upon a store of false perceptions.

Means of Education.—If we would have

improved men, we must have improved means of educating children. As to every great river the confluence of a thousand streams are necessary, so every great result is only the sum, the product, the gathering together of a countless number of minute operations. We would go back, therefore, to the fountain of youth. We would act upon the great truth which led one of the master-painters of Italy to begin, in his art, back at the very grinding and mixing of his paints, that no unskilfulness in the preparation of the colors should be found on completion to have marred the beauty or dimmed the clearness of works which were to challenge the admiration of posterity. Hence, to adapt with a nicer adjustment the implements and the processes, and to arrange more philosophically the kind and the succession of studies, to increase the gratifications and the rewards of instructors, and to advance them to that social position that they deserve to hold, to convince the community that their highest interests are dependent upon the cultivation of their children, is the object of our endeavors.

How then are the purposes of education to be accomplished? However other worlds may be, this world of ours is evidently constructed on the plan of producing ends by using means. Even the Deity, with his Omniscience and his Omnipotence, carries forward our system by processes so minute, and movements so subtle, as generally to elude our keenest inspection. He might speak all the harvests of the earth and all the races of animals and of men into full-formed existence, at a word, and yet the tree is elaborated from the kernel and the wing from the chrysalis, by a series of processes which occupies years and sometimes centuries for its completion. Education, more than anything else, demands not only a scientific acquaintaince with mental laws, but the nicest art in the detail, and the application of means for its successful prosecution, because influences imperceptible in childhood work out more and more broadly into beauty or deformity in after life. No unskilful hand should ever play upon a harp, where the tones are left forever in the strings.

Acquirement and pleasure should go hand in hand.—Allow me to premise that there is one rule which in all places and in all forms of education, should be held as primary, paramount, and as far as possible, exclusive. *Acquirement and pleasure should go hand in hand.* They should never part company. The pleasure of acquiring should be the incitement to acquire. A child is wholly incapable of appreciating the ultimate value or uses of knowledge. In its early beginning, the motive of general, future utility will be urged in vain. Tell an abecedarian, as an inducement to learn his letters, of the sublimities of poetry and eloquence that may be wrought out of the alphabet, and to him it is not so good as moonshine. * * Nor is the motive of fear preferable. Fear is one of the most debasing and dementalizing of all the passions. The sentiment of fear was given us that it might be roused into action by whatever should be shunned, scorned, abhorred. The emotion should never be associated with what is to be desired, toiled for, loved. If a child appetizes his books, then lesson-getting is free labor. If he revolts at them, then it is slave-labor.

Curiosity in Childhood. — Men sit with folded arms even while they are surrounded by objects of which they know nothing. Who ever saw that done by a child? * * Mark a child when a clear, well-defined, vivid conception seizes it. The whole nervous tissue vibrates. Every muscle leaps. Every joint plays. The face becomes auroral. The spirit flashes through the body like lightning through a cloud. Tell a child the simplest story which is adapted to his present state of mental advancement, and therefore intelligible, and he will forget sleep, leave food untasted, nor would he be enticed from hearing it though you should give him for playthings shining fragments broken off from the sun. Observe the blind, and the deaf and dumb. So strong is their inborn desire for knowledge, such are the amazing attractive forces of their minds for it, that although those natural inlets, the eye and the ear, are closed, yet they will draw it inward, through the solid walls and incasements of the body. If the eye be curtained with darkness, it will enter through the ear. If the ear be closed in silence, it will ascend along the nerves of touch. Every new idea that enters into the presence of the sovereign mind carries offerings of delight with it to make its coming welcome. Indeed, the Maker created us in blank ignorance, for the very purpose of giving us the boundless, endless pleasure of learning new things; and the true path for the human intellect leads onward and upward from ignorance towards omniscience, ascending by an infinity of steps, each novel and delightful. * * If possible, pleasure should be made to flow like a sweet atmosphere, around the early learner, and pain be kept

beyond the association of ideas. You cannot open blossoms with a north east storm. The buds of the hardiest plants will wait for the general influences of the sun, though they perish while waiting.

To a Child who was Never Satisfied Unless he had Both Hands Full of Flowers.

Clover, buttercups, and daisies!
Culling all their sweetness every hour,
Boy! thy heritage is regal,
Loving e'en the little wayside flower.

Adulation, gold—are empty pleasure,
Fading ere 'tis early eventide,
But thy flowrets ever are a treasure,
Growing in their beauty by thy side.

Beauteous love gifts from thy kind Creator,
Wreathe them proudly round your childish brow;
Thou'rt a king—and revelest in thy kingdom—
Worldly honors, wealth—where are ye now?

Clover, buttercups, and whitest daisies,
Grasped so earnestly in tiny hand—
Art thou not the proudest, proudest sovereign,
Ever reigned indeed in any land?

All their pleasures fade and fall before their
Bright eyed, brown-eyed, happy boy at play!
Hug still closer all thy perfumed treasure,
Gathered by thyself on life's highway.

Shout in triumph with thy flowers laden,
Fill the air with thine o'erburdened song!
Fill thy mother's lap with all thy treasures,
Fill our hearts with sunshine all day long.

ANITA.

CONCRETE AND ABSTRACT.—These terms are used much again of late to designate, respectively, the methods of oral and text-book teaching. These terms are, without doubt, quite useful in science; but in life and—consequently—in the schools they are of little value. They have the faults of all terms used in scientific subdivisions; they are inadequate to express the transitions that exist in life. Life is infinite; science, finite; hence, the terms of science are useful as landmarks to show where we stand in the apprehension of life, but not so much as guides in life-work. Science furnishes constant proof of this, for in all her efforts to explain her position, she is compelled to fall back upon sense-impressions which furnish the basis for all ideas, whatever their names in scientific subdivisions may be.

This is what Herbert Spencer means in his demand for nature-teaching, and in his great law, that the genesis of knowledge in the individual must be the same as the genesis of knowledge in the race. This law does not by any means detract from the value of the "accumulated experience of the race," laid down in books. On the contrary, it makes it the indispensible duty of education to first provide a fund of direct sense-impressions, by the help of which alone that "accumulated experience" can become assimilable, before leading the pupils to the books.

A KINDERGARTEN Normal and Training Department will be organized in connection with the Cook County Normal and Training School, at Englewood, Ill., under the principalship of Miss M. H. Ross. We read in the circular announcing the new enterprise, that "Free Kindergartens or Practice Schools will be established in Chicago, where pupil-teachers will have the benefit of practical experience in the management of a kindergarten."

THE DETROIT KINDERGARTEN Association established its first charity kindergarten in the building of the Brockway Mission School, on the 17th of January. The kindergarten is well furnished and accommodates forty children, taught by an excellent trained kindergartener and a volunteer assistant. It is hoped that a second kindergarten will be opened soon on the west side of the city. The association has three hundred members, many of whom are working-men, and controls sufficient funds to carry on its enterprise.

HERE IS A SAMPLE of the mode of opposition on part of text-book riders to the "Quincy Methods":—"Do Quincy children think better, write more correctly, and advance more rapidly than children in other schools? Excellent teachers say they do not. The facts in the case are what we want." For the benefit of these excellent people we propose the following additional tests:—"Has the wealth of Quincy been materially affected by Col. Parker's new departure? Has her moral atmosphere been bettered? Are there proportionally fewer people from Quincy in the penitentiaries and insane asylums than from other towns? Are her poets and journalists, her lawyers and physicians superior to those of other places? Are the church people nearer Heaven in Quincy than elsewhere? What has been the effect of the new methods on the price of provisions in this modern Mecca of school-men?"—Give us the facts.

BARNES' EDUCATIONAL MONTHLY is full of practical articles that will help every teacher in his work. We commend it to the notice of our readers.

THE AMERICAN EDUCATOR is the new title of the *Educational News Gleaner*, published by L. W. Applegate, at Lockport, Ill. There is in the publication a liberal, vigorous progressiveness, which is quite refreshing.

THE EDUCATIONAL WEEKLY is beginning to pay some attention to the kindergarten movement in the West. It seems the new editor does not mean to *fossilize*.

SOMEBODY suggests to the *American Journal of Education* (St. Louis) to adopt the word homoculture for education. We presume as a Southern man, he intentionally avoided the correct word, *homiculture*, for fear of misunderstanding.

THE INTERNATIONAL CONGRESS of the instructors of deaf-mutes, held at Milan, Italy, September 6–11, last year, adopted the following important resolution:—

1. "The Congress, considering the incontestable superiority of speech over signs, in restoring the deaf-mute to society, and in giving him a more perfect knowledge of language, declares that the oral method ought to be preferred to that of signs for the education of the deaf and dumb."

2. "The Congress, considering that the simultaneous use of signs and speech has the disadvantage of injuring speech and lip-reading, and precision of ideas, declares, that the pure oral method ought to be preferred."

Out of one hundred and sixty-four effective members, only four voted against the first of these resolutions. One of these, an Englishman, has since declared his intention to start a pure oral class in the asylum he controls.

It is interesting to note the warmth that characterized the protests of French teachers against the use of the term "French System" to designate the use of signs. One French teacher, the Abbé Guérin, subsequently proposed that the term "Pure Oral Method" should be substituted for that of the "German System" throughout the sitting.

This is right, truth belongs to all nations alike, and its diffusion should not be hindered by attaching to it national stamps. It is, no doubt, a great honor to the Germans to have been the first to recognize this or other truths and to use it in their practice; but when all nations have adopted it, the national epithet loses its significance.

THE following questions were discussed at the meeting of the Washington Kindergarten Union, January 11th:—

1. What are the dangers to children from a misapplication of Froebel's principles in the use of the kindergarten methods by ignorant, thoughtless, or inexperience persons?

2. How can the individality which the kindergarten brings out in children be controlled so as not to let freedom degenerate into disorder?

3. How shall preparation be made for a festival in such a way as not to make the children conceited?

Mrs. Pollock, the president of the society, writes:—"If any of these questions should bring out replies in your valuable paper, it would be highly satisfactory to many readers."

WORTH IMITATING. "Enclosed please find list of subscribers for the New Education. Miss Grace E. Channing, 1 copy, 98 Congdon St., Providence, R. I.; Miss Kate M. Baker, 1 copy, 104 Carpenter St., Providence, R. I.; Mrs. Caroline M. N. Alden, 2 copies, 17 Angell St., Providence, R. I.; Miss Alice A. Wood, 1 copy, Pawtucket, R. I.; Miss Alice A. Daggett, 1 copy, Attleboro, Mass.; Miss Reba Gorham, 1 copy, Wakefield, R. I. The above names with one exception are names of ladies in my Normal Class. I have been delayed in sending list, hoping I might be able to get more subscribers, and am disappointed in not doing so, but with earnestness in the present, the future promises much more than indifference could accomplish, therefore am not disheartened at results. Very truly,

Caroline M. N. Alden,
17 Angell St., Providence, R. I.
February 16, 1881."

Books and Pamphlets Received.

—The Relation of the Public Library to the Public Schools. By Samuel S. Green. Reprinted from the *Journal of Social Science*. Boston: Tolman & White, 1880.

—English Rural Schools, and Rural School Architecture. Nos. 4 and 5 of the Circulars of the Bureau of Education, for 1880.

—Education for January and February is excellent. Among the articles we mention as especially worthy of commendation: Four Centuries of Scotch Education, by John Russell, of London; History in its Relation to Practical Life, by Selah Howell, Boston; The Sacredness of Personality, by Elizabeth P. Peabody; an interesting and enthusiastic letter on the *Instruction of Deaf-Mutes*, giving an account of the International Congress held at Milan, last September; and a vigorous attack on Mr. Adams's ideal of the Common School, by John D. Philbrick.